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ABSTRACT

This curriculum is designed to provide students with specific techniques for communicating more assertively and dealing with manipulative behavior more effectively. The curriculum outlines five 40-minute sessions, each including appropriate student worksheets and transparency masters. The first session focuses on distinguishing among assertive, aggressive, and submissive behaviors. The second session explores self-respect, and the negative effects on self-concept of aggressive and submissive behaviors. The third session focuses on values clarification and recognition that assertive living involves taking responsibility and accepting the consequences. The fourth session develops coping skills by helping students determine their effectiveness in upholding and respecting others' rights. The final session focuses on helping students to plan for the future and establish goals for living assertively in the future. Additional materials for the instructor wishing to expand or adjust the program are provided in the appendices. A pretest and posttest are included to be used to measure knowledge acquired as a result of this study and to solicit assertive feedback from students regarding the course quality. (ABL)

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DEVELOPING ASSERTIVE BEHAVIOR

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INTRODUCTION

The educational system's primary responsibility is to develop students to their fullest potential and to prepare them for their roles in society. By possessing successful communication skills and exercising accurate judgment, students can enhance their self-concept, which in turn helps them to be more effective.

This curriculum is designed to provide students with specific techniques for communicating more assertively and dealing with manipulative behavior more effectively. The curriculum outlines five 40-minute sessions, each including appropriate student worksheets and transparency masters. Additional materials for the instructor wishing to expand or adjust the program are provided in the Appendices.

The *Pretest* and *Posttest* should be used to measure knowledge acquired as a result of this study and to solicit assertive feedback from students regarding the course quality.

UNIT I
THE ROAD TO SELF-RESPECT

Definitions

OBJECTIVES

Help students to

Assess their personal need for assertiveness training

Distinguish among assertive, aggressive, and submissive behaviors

Define and understand the concept of living assertively

RESOURCES AND MATERIALS

Student Worksheet I-1: *Pretest*
Student Worksheet I-2: *Assertiveness Inventory*
Student Worksheet I-3: *Responding to the Situation*

Transparency Master I-1: *Submissive*
Transparency Master I-2: *Aggressive*
Transparency Master I-3: *Assertive Communication*

INSTRUCTIONAL ACTIVITIES

1. Ask students to complete Student Worksheet I-1, *Pretest*. Collect and save these evaluations until the end of the course. They can be compared with the *Posttest* to measure students' progress.

2. Explain to students that this course is designed to help them learn to live assertively; then write *Living Assertively* on the chalkboard.

3. Ask students to define the word *assertive* and write their responses on the chalkboard.

4. Read the following definition of *assertive: characterized by confidence; to insist upon one's rights.*

5. On the chalkboard next to *Living Assertively*, write the following words: *is to take responsible action on your needs and desires while respecting the needs and desires of others.*

6. Distribute Student Worksheet I-2, *Assertiveness Inventory*, and explain to students that you want to see how successful they are at living assertively.

7. After students complete the inventory, explain that each *yes* response indicates a need for the student to become more assertive.

8. Project Transparency I-1, *Submissive*, onto the screen. Explain how submissive behavior allows others to violate one's rights.

9. Ask students to describe situations in which it is easy to be submissive (such as dealing with parents or teachers, not wanting to cause a fight).

10. Explain to students that the price of nonassertive (submissive, or passive) behavior is losing one's self-respect and not having one's needs met.

11. Project Transparency I-2, *Aggressive*, onto the screen. Explain that aggressive behavior is a manner of expressing one's rights, opinions, needs, and feelings, but is combative and shows complete disregard for the other person's rights.

12. Ask students to think of a time when they have been pushy, sarcastic, or manipulative when dealing with others.

13. Project Transparency I-3, *Assertive Communication*, onto the screen and explain that assertiveness is a combination of understanding and cooperation.

14. Distribute Student Worksheet I-3, *Responding to the Situation.* Ask students to read their responses aloud and after each example have the class vote by a show-of-hands on their response.

Key

1. Aggressive	2. Assertive	3. Submissive	4. Submissive
5. Assertive	6. Aggressive	7. Submissive	8. Assertive
9. Aggressive	10. Assertive		

15. Write *Submissive* and *Aggressive* on the chalkboard beneath the definition of *Living Assertively*. Explain that you have listed assertiveness first because it is always the *high road* to take if a person has respect for himself or herself and for others.

16. Assign the following situation as homework: *You are in line at the movies and someone steps in front of you. What do you do?* Challenge students to take the *high road* when responding to the situation of someone stepping in line in front of them.

STUDENT WORKSHEET I-1
PRETEST

This short course in assertiveness is designed to help you develop effective communication skills, which will help you deal with the manipulative behavior of others and defend your rights without offending anyone else. Please take a few minutes to circle the correct response to each question.

True False 1. Being assertive means getting your own way.

True False 2. Assertive people are bossy.

True False 3. Assertive behavior hurts others' feelings.

True False 4. Guilt is a signal that you are doing something wrong.

True False 5. Aggressive people feel good about themselves.

STUDENT WORKSHEET I-2
ASSERTIVENESS INVENTORY

Circle the correct response.

YES NO 1. Do you have difficulty getting off the phone because you think it is rude to hang up or to end a conversation?

YES NO 2. Do you accept unwanted invitations when you have something more important to do or when you simply want some time alone?

YES NO 3. Do you agree to do favors for your friends even when you do not want to or when it is not convenient?

YES NO 4. Have you ever bought something you really did not want because you felt sorry for the salesperson?

YES NO 5. Have you ever been shortchanged by your employer and been afraid to mention it?

YES NO 6. Have you ever gone out with someone you really did not want to go out with?

YES NO 7. Have you ever found yourself in a car with a driver who was drunk or high on drugs?

YES NO 8. Have you ever participated in an activity, knowing you should not do it?

YES NO 9. Do you feel like you are always doing what other people want you to do rather than what you want to do?

YES NO 10. Do you often say *I'm sorry* when you do not really mean it?

STUDENT WORKSHEET I-3
RESPONDING TO THE SITUATION

Listed below are some typical situations and responses to them. Circle the word that best describes the type of communication exhibited.

1. SITUATION: A friend asks to borrow your car.

   RESPONSE: *Are you crazy? I don't lend my car to anyone!*

   Aggressive Assertive Submissive

2. SITUATION: You are assigned to a team science project, but you are doing all the planning, research, and writing by yourself.

   RESPONSE: *We're supposed to be working as a team, but I see that I am doing all the work. I'd like to talk to you about changing this.*

   Aggressive Assertive Submissive

3. SITUATION: A good friend calls and asks you to go shopping.

   RESPONSE: *Gee, Karen, I just know Mom won't let me. She says I've been running around too much lately. You know what an old biddy she is.*

   Aggressive Assertive Submissive

4. SITUATION: Your sister wants you to do the dishes for her--again.

   RESPONSE: *Well, I guess so, but I do have homework.*

   Aggressive Assertive Submissive

5. SITUATION: Your mother yells at you in front of your friends.

   RESPONSE: *I really feel hurt when you criticize me in front of other people. I realize you have a right to be critical, but could you do it in private in the future?*

   Aggressive Assertive Submissive

(continued)

STUDENT WORKSHEET I-3
RESPONDING TO THE SITUATION
(continued)

6. SITUATION: You ask a friend to take you to the mall on Sunday, but your friend has other plans.

   RESPONSE: *You're never there when I need you! All you think about is yourself!*

   Aggressive Assertive Submissive

7. SITUATION: Your brother or sister habitually leaves your shared bedroom in a mess.

   RESPONSE: *I really hate to ask, but if it's not too much trouble, do you think you could possibly help me clean up? I'll understand if you're too busy.*

   Aggressive Assertive Submissive

8. SITUATION: Your brother has interrupted you three times while you are on the phone.

   RESPONSE: *I can't listen to you and talk on the phone at the same time. I'll be on the phone a few more minutes and then we'll talk.*

   Aggressive Assertive Submissive

9. SITUATION: Your father asks if you have your homework done.

   RESPONSE: *Would you get off my back?*

   Aggressive Assertive Submissive

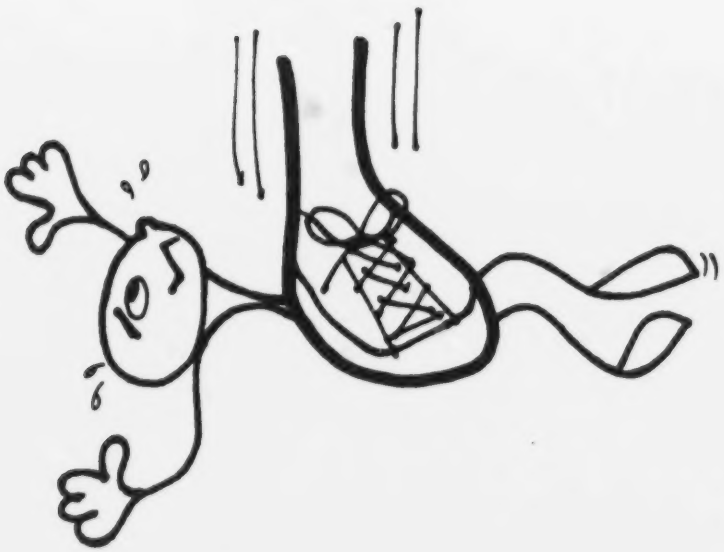
10. SITUATION: Your boss has just asked you to work tomorrow to replace someone else. You have other plans.

    RESPONSE: *I'm sorry but I have plans for tomorrow. Maybe I can help you out some other time.*

    Aggressive Assertive Submissive

SUBMISSIVE

(NONASSERTIVE OR PASSIVE)



ARE YOU A DOORMAT?

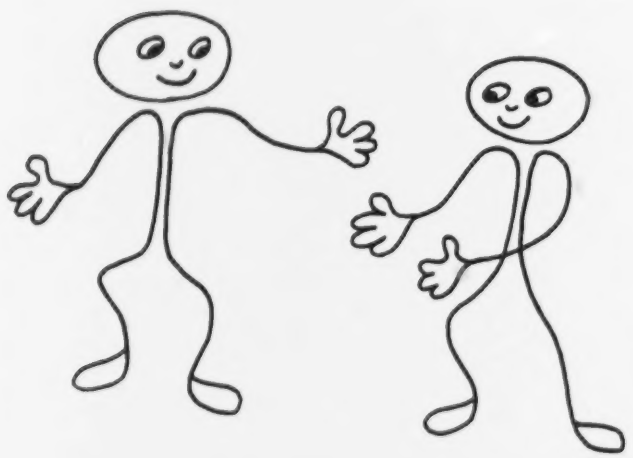
AGGRESSIVE

DO YOU DO THE STOMPING?

ASSERTIVE COMMUNICATION

UNDERSTANDING + COOPERATION

—ANGER —BLAME



EXPRESS YOUR FEELINGS (WITHOUT ANGER)

AND SPEAK RESPECTFULLY (WITHOUT BLAME)

UNIT II
YOU ARE WORTH IT

Self-concept Development

OBJECTIVES

Help students to

Appreciate their own talents and abilities

Understand that the ultimate goal of assertiveness is increased self-respect

Recognize that aggressive and submissive behaviors are the result of a negative self-concept

RESOURCES AND MATERIALS

Student Worksheet II-1: *What Makes You Tick*
Student Worksheet II-2: *Energize Your Life*

Transparency Master II-1: *Aggressive Behavior*
Transparency Master II-2: *Submissive Behavior*
Transparency Master II-3: *Soar to Assertiveness*

INSTRUCTIONAL ACTIVITIES

1. Review the homework assignment from Unit I. Solicit several verbal responses from students and review the concept of assertiveness.

2. Explain that the goal of self-assertion is not to command others, but rather to make one feel better about oneself. Assertive behavior will permit the expression of one's needs without hurting anyone else.

3. Distribute copies of Student Worksheet II-1, *What Makes You Tick?* Tell students that this activity is designed to help them evaluate their behavior toward others and to more clearly identify their own strengths and weaknesses. (Refer to Appendix A, *Assertiveness Fact Sheet*, for an explanation of behavioral styles.)

4. Ask students to indicate which styles promote aggressive and submissive behaviors.

5. Explain to the students that this activity is not intended to be accusatory in nature, but rather to make them more aware of

their instinctive behavior in order to make positive changes. Their behavior results from a set of characteristics that have developed over time in response to their environment. Ask students to think of ways in which their environment has contributed to their behavioral style.

6. Distribute copies of Student Worksheet II-2, *Energize Your Life*, and have students complete the activity. Explain that self-assertion is not possible without an awareness of one's strengths. In order to be acknowledged by others, one must first acknowledge oneself.

7. Divide students into pairs and have each partner compliment the other on three things they like about him or her. Next, have the students and their partners share Section I of Student Worksheet II-2, *Energize Your Life*.

8. Have the entire class discuss which situation was easier for them.

9. Project Transparency II-1, *Aggressive Behavior*, onto the screen and decide through discussion whether aggressive people feel good about themselves.

10. Project Transparency II-2, *Submissive Behavior*, onto the screen and explain that unexpressed negative feelings can lead to outbursts of temper and inappropriate behavior.

11. Project Transparency II-3, *Soar to Assertiveness*, onto the screen and explain that focusing on one's personal strengths and overcoming fears can lead to increased self-respect and assertive living.

STUDENT WORKSHEET II-1
WHAT MAKES YOU TICK?

Listed below are the main styles of behavior that people exhibit in their relationships with others. See if you can find yours.

TOP GUN	EVERYONE'S BEST FRIEND
Likes to lead	Is loyal
Makes decisions	Likes tradition
Displays temper	Likes to follow
Likes to control group	Is quiet
Thrives on change	Is a silent sufferer
Seeks a challenge	Appears nice
Is successful	Often pouts
Wants power	Does not seek glory

THE ENTERTAINER	THE THINKER
Talks a lot	Likes perfection
Is friendly	Is serious
Is outgoing	Likes to be alone
Offers advice	Is easily embarrassed
Appears thoughtful	Follows the rules
Seeks attention	Needs the details
Is a party person	Hates to fight
Wastes time	Uses time wisely

STUDENT WORKSHEET II-2
ENERGIZE YOUR LIFE – A NATURAL HIGH

Take this opportunity to focus on those aspects of your life that provide you with positive energy. Take an inventory of the strengths that can fuel your assertive life.

A. The three things that I like best about myself are

1.

2.

3.

B. The three qualities I think my friends like about me are

1.

2.

3.

C. The three most valuable things I have learned from my work (or school) are

1.

2.

3.

D. People would be surprised to know that I am very good at

1.

2.

3.

TRANSPARENCY II-1

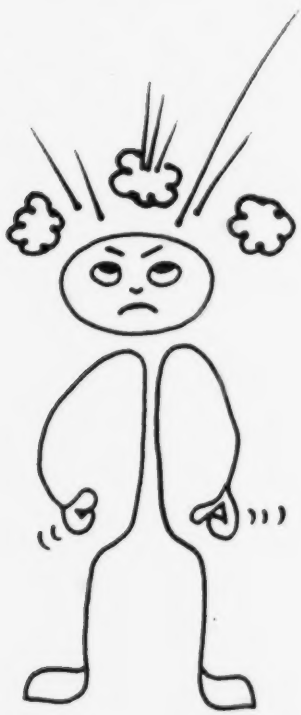
AGGRESSIVE BEHAVIOR

ALWAYS ON TOP . . .

ALWAYS ALONE!

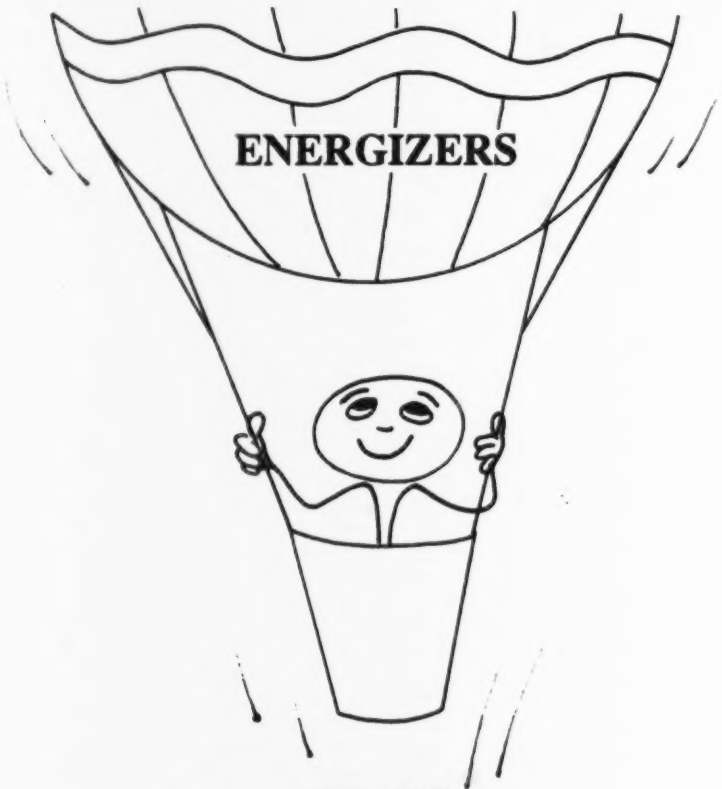
SUBMISSIVE BEHAVIOR

BLESSED ARE THE MEEK . . .



UNTIL THEY BLOW THEIR TOPS!

SOAR TO ASSERTIVENESS



FEARS

WEIGH YOU DOWN

UNIT III
THE RIGHT STUFF

Values Clarification

OBJECTIVES

Help students to

Identify their personal rights in dealing with others

Examine situations in which assertive choices can be made

Recognize that assertive living involves taking responsibility and accepting the consequences

Be aware of the manipulative behavior of others

RESOURCES AND MATERIALS

Student Worksheet III-1: *A Bill of Assertive Rights*
Student Worksheet III-2: *Why I Give In*
Student Worksheet III-3: *Irrational Thinking*

Transparency Master III-1: *Relationships*
Transparency Master III-2: *The Manipulation Game*

INSTRUCTIONAL ACTIVITIES

1. Write *Bill of Rights* on the chalkboard.

2. Divide students into small groups (4-5 students each) and ask them to design a *Bill of Personal Rights*, keeping in mind that assertiveness involves no blame or fear.

3. Have each group present a report on its *Bill of Personal Rights* to the class.

4. After all presentations are made, cite certain examples from each report and play *devil's advocate* with each *right* (e.g., *Does this mean you do not have to do your homework...or obey the law?)*.

5. Distribute Student Worksheet III-1, *A Bill of Assertive Rights*. Review and discuss the content with the class.

6. Project Transparency III-1, *Relationships*, onto the screen and review the correlation between self-esteem and assertive living.

7. Distribute clay to students (or demonstrate activity with clay in front of class). Explain to students that this clay represents them. Have students *pull* clay once for each way they are being manipulated by others. Select interesting sculptures and solicit input from the class on the question *Who is manipulating me?*

8. Project Transparency III-2, *The Manipulation Game*, and add with wipe-off markers any categories the class suggests.

9. Distribute and have students complete Student Worksheet III-2, *Why I Give In*.

10. Review responses to the following questions:

    a. Do you honor others by sacrificing your own rights?

    b. Are you inexperienced in all matters?

    c. What do you really gain?

    d. What is the worst thing that can happen?

    e. Are authority figures always right?

11. Explain the concept of taking responsibility for the consequences of one's own behavior.

12. Distribute and have students complete Student Worksheet III-3, *Irrational Thinking*.

13. Assign pairs and have each partner help the other determine how rational the partner's thinking is.

14. Ask students to list situations on the chalkboard in which they would like to be more assertive. Copy these on paper for use during the next class session.

STUDENT WORKSHEET III-1
A BILL OF ASSERTIVE RIGHTS

1. You have the right to judge your own behavior, thoughts, and emotions, and to take responsibility for the consequences of such action.

2. You have the right to offer no reasons or excuses to justify your behavior.

3. You have the right to decide if you should help people with their problems.

4. You have the right to change your mind and make mistakes.

5. You have the right to not know or understand something.

6. You have the right to have other people dislike you.

7. You have the right to express your opinion.

8. You have the right to give compliments and express thanks.

9. You have the right to be treated fairly.

10. You have the right to show love and affection to others.

STUDENT WORKSHEET III-2
WHY I GIVE IN

Listed below are a number of reasons people offer when asked for an explanation of their submissive behavior. Which reason(s) do you recognize as your own?

WHEN OTHERS TRY TO MANIPULATE ME, I AM LIKELY TO GIVE IN BECAUSE

_____ I admire them and want to show my respect.

_____ I respect their judgment because I am inexperienced.

_____ I can gain their favor by going along for the ride.

_____ They can penalize or punish me if I do not go along.

_____ They have the right, considering their position, to get their own way about things.

STUDENT WORKSHEET III-3
IRRATIONAL THINKING

Describe a situation in which you find it difficult to be as assertive as you would like to be.

Why are you passive in this situation?

Does evidence exist to support your reasons?

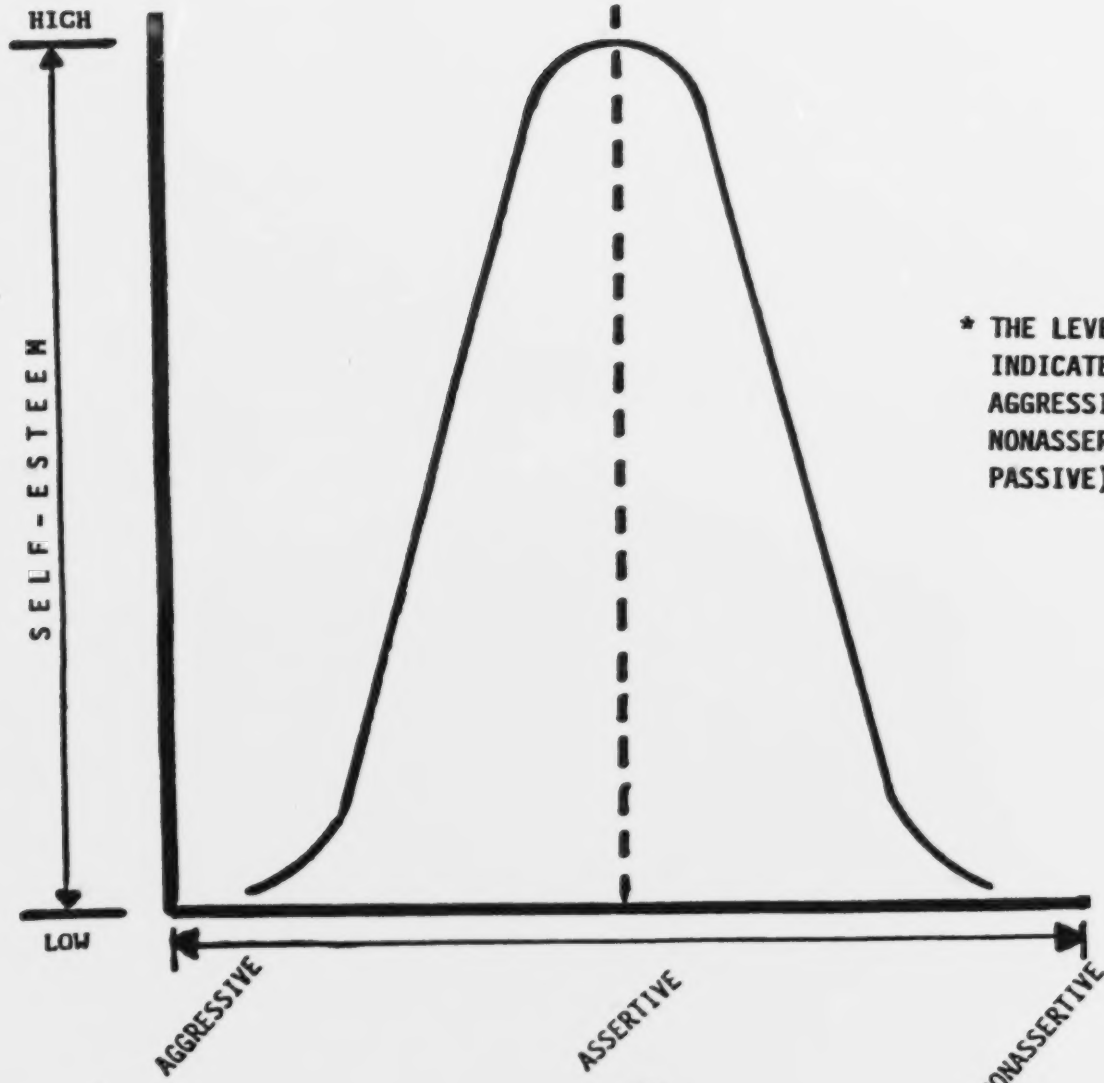
Does evidence exist to prove your reasons to be false?

What is the worst thing that could happen to you if you were more assertive in this situation?

In what way could you benefit if you were more assertive in this situation?

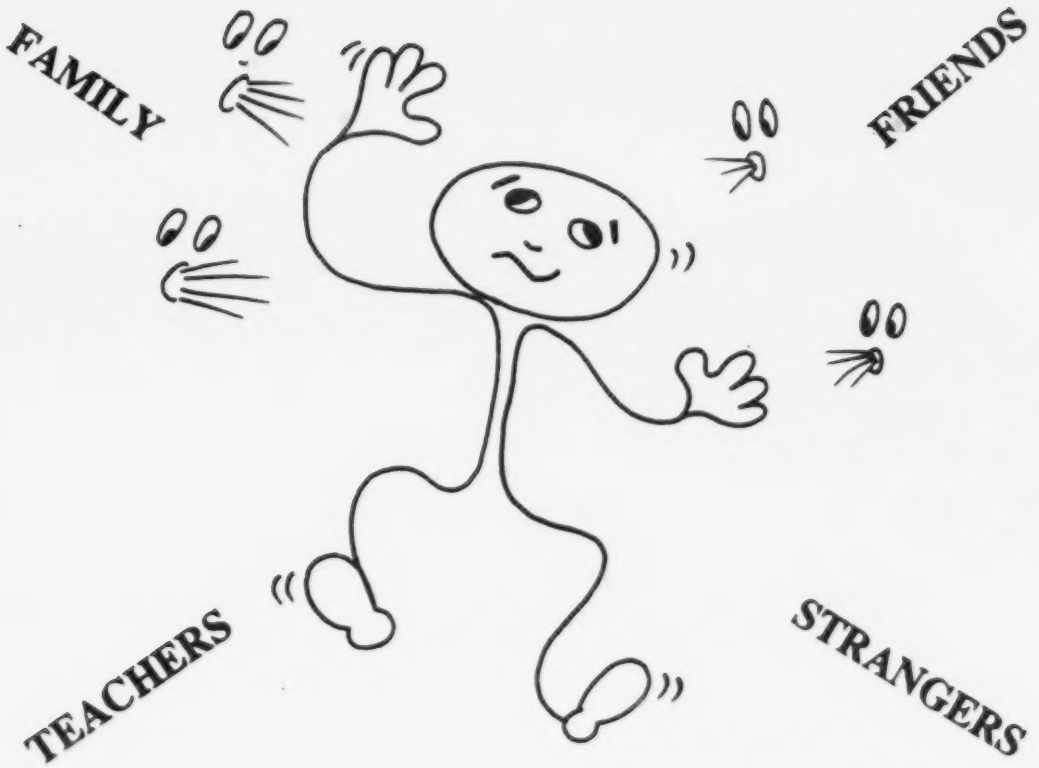
State your decision about this situation.

TRANSPARENCY III-1
RELATIONSHIPS



* THE LEVEL OF ONE'S SELF-ESTEEM INDICATES THE DEGREE OF AGGRESSIVE, ASSERTIVE, AND NONASSERTIVE (SUBMISSIVE, OR PASSIVE) BEHAVIOR.

THE MANIPULATION GAME



UNIT IV
SAY *NO* AND MEAN IT

Coping Strategies

OBJECTIVES

Help students to

Recognize and appropriately express opinions, needs, and feelings

Determine their effectiveness in upholding and respecting others' rights

Display nonverbal behavior that supports assertive communication

RESOURCES AND MATERIALS

Student Worksheet IV-1: *Using "I" Messages*

Transparency Master IV-1: *If I want*
Transparency Master IV-2: *Tune Out That Manipulation*

INSTRUCTIONAL ACTIVITIES

1. Explain to the students that the focus of this class is on learning how to say *no* and on expressing dissatisfaction, without becoming aggressive in the process.

2. Prepare the class for role-playing by indicating that (a) there will be no judging of the quality of acting and (b) everyone's contribution is valuable and worthwhile to the class. The purpose of role-playing is simply to allow the students to practice assertive behavior among friends.

3. Using the situations listed by the students in the previous session or using the situations listed below, role-play in groups of two or three, as appropriate.

   a. Your best friend is trying to manipulate you into cheating on a math test.

   b. Your date is trying to manipulate you into using drugs, and you are not interested.

c. You have been offered a chance to go to Europe (free of charge) this summer to participate in a special school program. Your parents want you to stay home and get a job.

d. There is a student in your class who is constantly disrupting activities and interrupting the teacher. You find this behavior distracting.

e. You believe that your teacher is grading your work by a different (more difficult) standard than for others in the class.

f. Your parents insist on having your grandmother stay with you if they are away overnight because when you were nine years old you lied to them.

g. You suspect that an acquaintance of yours has been selling drugs at the local elementary school.

h. Your friend is constantly criticizing your appearance, your interests, and your friends.

If class size permits, assign an observer for each role-play situation and instruct the observer to take notes for later feedback on body language, tone of voice, and successful techniques.

4. Ask students to share how they felt as they played their roles.

5. Solicit students' suggestions for statements that can help a person assertively communicate.

a. *I do not understand what bothers you about this.*

b. *I'm sorry. I have plans for that time.*

c. *You could be right, but...*

d. *That is true, but...*

e. *Maybe so, but that is still the way I feel.*

f. *I am not surprised you feel that way, but...*

g. *No, I just do not feel like it this weekend, maybe some other time.*

h. *I can appreciate that, but...*

6. Project Transparency IV-1, *If I Want*, and explain to the class that there is a price to pay for everything. Ask the students to complete the statement *If I want..., then I have to....*

   a. *If I want to go to college, I have to work to earn money.*

   b. *If I want to get good grades, I have to do my assignments.*

   c. *If I want to have time for my friends, I have to give up a date once in a while.*

7. Stress that the key to these contingencies is having a clear picture of what you want and need.

8. Project Transparency IV-2, *Tune Out That Manipulation*, and inform the students that the word *should* can be a signal that someone is trying to manipulate their behavior. Share with students that guilt is a powerful way to manipulate people. Each time they are confronted with a manipulative situation, they might stop and assess it. *Do I want or need to do this? If so, will I be responsible for the consequences of my actions?*

   a. *You should grow up and think for yourself; everyone is doing it.*

   b. *You should invite her to your party; people will not like you if you leave her out.*

9. Distribute Student Worksheet IV-1, *Using "I" Messages*, and review the concepts with the class. The general idea of language assertion is to express your dissatisfaction with a person's *behavior* rather than to attack the person personally. By stating how the behavior affects you, you take responsibility for your own feelings. Offer the following suggestion to the students: If they find themselves in an uncomfortable situation, avoid direct eye contact and look at the other person's ear. In this way, students may maintain assertive communication without becoming intimidated.

STUDENT WORKSHEET IV-1
USING "*I*" MESSAGES TO ASSERT YOUR NEGATIVE FEELINGS

This technique lets you express negative feelings, such as anger, frustration, and disappointment, without directly attacking the other person. The three parts of an *I* message are

1.	*WHEN YOU. . .*	(Describe the other person's behavior that bothers you.)
2.	*THEN I. . .*	(Describe how that behavior makes you feel or affects your life.)
3.	*I'D LIKE. . .* (or *I'D PREFER*)	(Describe what you want to do about the problem and/or what you want the other person to do.)

EXAMPLES

When you borrow money from me and don't offer to pay me back, I feel like you're taking advantage of me and our friendship. I'd like you to at least start making payments to me right away.

When you make smart remarks about me in public, it embarrasses me and I feel angry with you. I'd prefer that you talk to me about these things in private.

When you're late, like today, it makes me late for the movie too. I'd prefer to meet you at the movies if you can't be here on time.

TRANSPARENCY IV-1

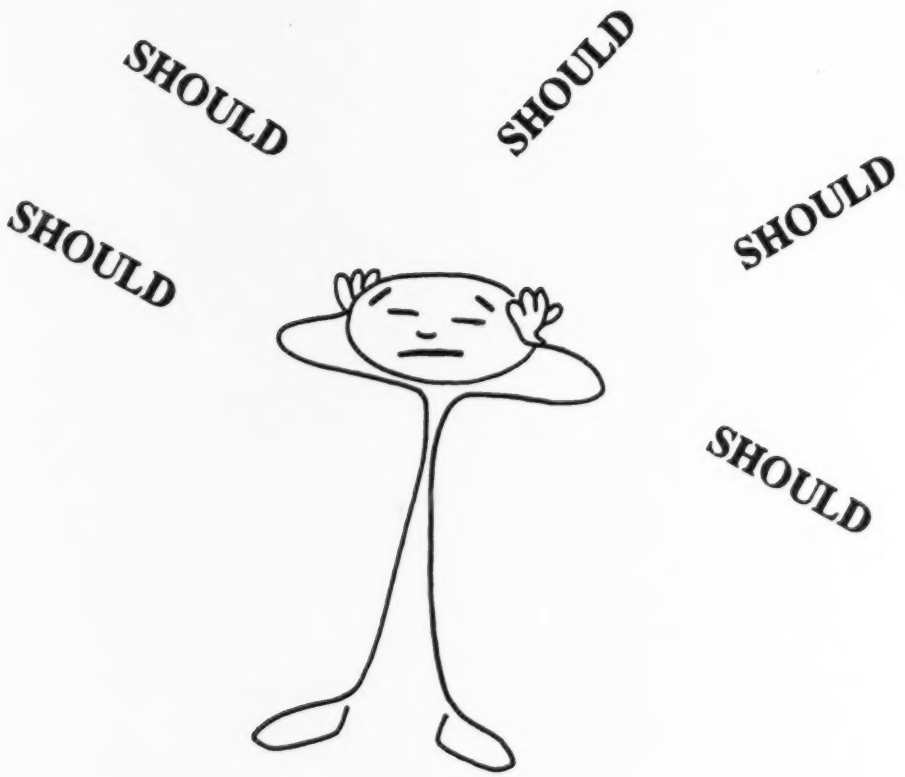
IF I WANT...

I HAVE TO...

36

TRANSPARENCY IV-2

TUNE OUT THAT MANIPULATION



UNIT V
YOU CAN MAKE IT HAPPEN

Planning for the Future

OBJECTIVES

Help students to

Identify ways to change aggressive or submissive behavior to assertive behavior in their own lives.

Establish goals for living assertively in the future.

Respect their own value system as a basis for decision making.

RESOURCES AND MATERIALS

Student Worksheet V-1: *The "IZE" Have It*
Student Worksheet V-2: *Plan for Assertive Living*
Student Worksheet V-3: *Posttest*

Transparency Master V-1: *The "IZE" Have It*
Transparency Master V-2: *To Break Free*

INSTRUCTIONAL ACTIVITIES

1. Ask students if they feel particularly vulnerable to outside pressures because of their age. Discuss situations that the students believe are unique to their age group.

2. Relate these situations to other age groups and to adult behaviors. Ask the students if they believe that most adults are assertive. Have the students relate times at which they observed adults who needed to be more assertive.

3. Distribute Student Worksheet V-1, *The "IZE" Have It*, and project Transparency V-1, *The "IZE" Have It*, onto the screen. Have students take notes on the following information:

   a. Memorize – It will be helpful for you to memorize some expressions that you can use as *jumping-off points* for assertive communication. List on your sheet two or three phrases you feel comfortable with.

   b. Crystallize – You need to be perfectly clear about what you want and need from other people. Realize that displaying assertive behavior is senseless when the situation is not

vitally important to you. List four rights that are extremely important to you.

c. Specialize - Everyone can become a *specialist* in one subject: themself. After all, who knows more about you than you? Even though the natural tendency is to *go with the flow* and identify with the crowd, you must face the challenge of your uniqueness and be true to yourself. Describe a situation when someone wanted you to do something you knew was not right for you.

d. Neutralize - It is important to look realistically at our fears (e.g., losing friends, becoming unpopular, looking stupid). List one fear that you have about becoming more assertive.

e. Minimize - You must quit comparing your weaknesses to the perceived strengths of others. Instead, recognize your weaknesses and turn them into strengths (e.g., turn talking too much into public speaking). Have students list two weaknesses and decide on ways to minimize those behaviors or to convert them to strengths.

f. Maximize - Focus on your strengths, not your weaknesses. List things about yourself that make you proud.

g. Recognize - There is good and bad in all people. We all make mistakes. Learn to forgive yourself and others.

4. Project Transparency V-2, *To Break Free*, onto the screen and review.

5. Distribute and have students complete Student Worksheet V-2, *Plan for Assertive Living*.

6. Encourage students to start in small ways to become more assertive, and remind them that when people change their behavior, others may resist the change. Also, often assertive people are accused of being aggressive. Students should bear in mind that as long as they are comfortable with the fact that they are respecting the other person's rights, labels are not important.

7. Distribute and have students complete Student Worksheet V-3, *Posttest*.

8. Review correct responses and answer students' questions. (All answers are false.)

STUDENT WORKSHEET V-1
THE "*IZE*" HAVE IT

MEMOR*IZE*

CRYSTALL*IZE*

SPECIAL*IZE*

NEUTRAL*IZE*

MINIM*IZE*

MAXIM*IZE*

RECOGN*IZE*

STUDENT WORKSHEET V-2
PLAN FOR ASSERTIVE LIVING

1. What was the high point of your week?

2. Did you exhibit assertive behavior this week? How?

3. Describe a situation in which you showed inappropriate (aggressive or submissive) behavior this week. Explain.

4. List the areas in which you wish to be more assertive in the future.

STUDENT WORKSHEET V-3
POSTTEST

This short course in assertiveness was designed to help you develop effective communication skills, which will help you deal with the manipulative behavior of others and defend your rights without hurting anyone else. Please take a few minutes to circle the appropriate response to each question.

True False 1. Being assertive means getting your own way.

True False 2. Assertive people are bossy.

True False 3. Assertive behavior hurts others' feelings.

True False 4. Guilt is a signal that you are doing something wrong.

True False 5. Aggressive people feel good about themselves.

RATINGS (Circle the appropriate response.)

1. Was this course interesting to you?

5	4	3	2	1
Yes		Somewhat		No

2. Would you recommend this course to others?

5	4	3	2	1
Yes		Somewhat		No

3. Was the material you learned in this course valuable to you?

5	4	3	2	1
Yes		Somewhat		No

(continued)

STUDENT WORKSHEET V-3
POSTTEST
(continued)

4. Will you share any of your new ideas with anyone else?

5	4	3	2	1
Yes		Somewhat		No

5. Will your behavior change in the future because of what you learned in this course?

5	4	3	2	1
Yes		Somewhat		No

TRANSPARENCY V-1

THE 'IZE' HAVE IT

MEMOR*IZE*

CRYSTALL*IZE*

SPECIAL*IZE*

NEUTRAL*IZE*

MINIM*IZE*

MAXIM*IZE*

RECOGN*IZE*

TRANSPARENCY V-2

TO BREAK FREE-

YOU HAVE TO GIVE UP A LOT!!!

* FEELING SORRY FOR YOURSELF
* WORRYING ABOUT WHAT OTHERS THINK
* BEING SOMEONE YOU'RE NOT
* SUBMISSIVE AND/OR AGGRESSIVE BEHAVIOR

APPENDIX A
ASSERTIVENESS FACT SHEET

Below is a brief definition of each behavior type, followed by a chart describing the ways you may respond in different situations.

Assertive Behavior -- Standing up for your legitimate rights while respecting the rights of others.

Passive Behavior -- Allowing your rights to be violated by others.

Aggressive Behavior -- Standing up for your rights by violating the rights of others.

Ways You Respond			
	Passive	**Assertive**	**Aggressive**
How You Feel	Tense Nervous Apologetic	Assured Confident Fair	Hostile Angry Belligerent
What You Think (self statements)	Negative I'm not OK; you're OK I don't care about my needs	Positive I'm OK; you're OK I care about your needs and mine	Negative I'm OK; you're not OK I care about my needs only
How You Act	Flee Move away Avoid Slouch	Approach Look at other person Good posture	Fight Move against Stare down Hands on hips
How You Treat Others	Lose-win Lacking in self-respect	Win-win Mutual respect	Win-lose Lacking in respect for others
How Others Treat You	My rights don't count; yours do	My rights and your rights count	My rights count; yours don't
What You Say	Give in Go away Don't say much	What we need How we feel What we're going to do	I want my needs met and I don't necessarily care about yours

APPENDIX B
WHAT TYPE ARE YOU?

Circle the answer (a, b, c, or d) that best describes your behavior.

1. When the teacher asks a question in the classroom, I am likely to _____.

   a. raise my hand immediately
   b. whisper my response to the person next to me
   c. sit there silently and look down
   d. wait for someone else to answer

2. I prefer parties where _____.

   a. we play games or discuss politics
   b. many people are there
   c. I know everyone
   d. I don't know anyone

3. When there is conflict around me, _____.

   a. I usually win
   b. I joke my way out of it
   c. I am loyal to my friends
   d. I leave

4. When I have a project to complete, _____.

   a. give me the general idea and I'll do it well
   b. put me on a team because I work well with groups
   c. just tell me what you want me to do
   d. give me all the details so I can do a good job

5. The word most people would use to describe me is _____.

   a. demanding
   b. talkative
   c. nice
   d. organized

APPENDIX B
WHAT TYPE ARE YOU?
(continued)

Answer Key

Have students total their number of a's, b's, c's, and d's.

Type A - Top Gun

This person may tend toward aggressive behavior under stress. Often seen as domineering and demanding, the Top Gun seeks a challenge and looks for situations to exercise power. Being a natural leader, do not look for the Top Gun to be submissive.

Type B - The Entertainer

This person is the *life of the party.* Also a leader, the Entertainer tends to lead people more by *selling* than by *telling.* The Entertainer sometimes has time-management problems on account of focusing on people instead of on tasks. The Entertainer is very popular with most people, but is considered frivolous by Thinkers. Entertainers take easily to assertiveness, but may be submissive if they feel it will make them well-liked.

Type C - Everyone's Best Friend

A loyal follower, Everyone's Best Friend does not make decisions easily. This person should beware of being overly submissive. Everyone's Best Friend is also apt to become passively aggressive (e.g., slam doors, pout, tell others about the conflict) when faced with disappointment.

Type D - The Thinker

Viewed as a perfectionist, the Thinker is unlikely to act until every detail is accounted for. Since the Thinker prefers working with tasks over people, there is little interest in or patience for conflict situations. Rather than participate, the Thinker will submit. At times, high expectations lead to impatience and aggressive outbursts.

APPENDIX C
DEALING WITH MANIPULATION

Describe a situation in which you have encountered manipulative behavior by the following people.

FAMILY

TEACHERS

FRIENDS

STRANGERS

APPENDIX D
OBSERVATION EXERCISE

This role-play exercise is concerned with handling manipulative encounters. As you observe the participants, please make note of the following questions.

1. Are any personal rights being violated?

2. Does the person being manipulated display assertive behavior by

   a. Using body language (eye contact, posture, facial expression)

   b. Maintaining a calm demeanor

   c. Refusing intimidation

   d. Refusing guilt

3. How could this assertive encounter have been more successful?

APPENDIX E
A CREDO FOR MY RELATIONSHIPS

You and I are in a relationship that I value and want to keep. Yet each of us is a separate person with unique needs and we have the right to meet those needs.

When you are having problems meeting your needs, I will try to listen with genuine acceptance, in order to help you find your own solutions instead of having you depend on mine. I also will try to respect your right to choose your own beliefs and develop your own values, different though they may be from mine.

However, when your behavior interferes with what I must do to have my own needs met, I will tell you openly and honestly how your behavior affects me, trusting you will respect my needs and feelings enough to change the behavior that is unacceptable to me. Also, whenever some behavior of mine is unacceptable to you, I hope you will tell me openly and honestly so I can try to change my behavior.

At those times when we find that neither of us can change to meet the other's needs, let us acknowledge that we have conflict. Let us then commit ourselves to resolve each conflict without either of us resorting to the use of power or authority to win at the expense of the other's losing. I respect your needs, but I must also respect my own. So let us always strive to search for a solution that will be acceptable to both of us. Your needs will be met, and so will mine -- neither will lose; both will win.

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